

# North Carolina Read to Achieve Kindergarten Entry Assessment Process\*

<b>Legislative Component</b>	<ul style="list-style-type: none"> <li>• A kindergarten entry assessment process that generates a <b>Child Profile</b> will occur at kindergarten entry and address five domains of school readiness: language and literacy, cognition and general knowledge, approaches toward learning, physical well-being and motor development, and social/emotional development</li> <li>• This process will include screening of all students entering kindergarten in early language, literacy, and math within 30 days of enrollment (this will be a subsection of the <b>Child Profile</b>)</li> <li>• The full <b>Child Profile</b> must be completed within 60 days of enrollment</li> <li>• The assessment shall be administered at the classroom level in all LEAs, aligned to NC's early learning and development standards and the standard course of study, and appropriate for use with all students</li> <li>• The assessment shall be administered beginning with the 2014-2015 school year (NOTE: This date is as noted in <i>Session Law 2012-142</i>. There is a discrepancy between this and the timeline specified in the Race to the Top-Early Learning Challenge Grant (RTT-ELC). Work will occur during the 2013 legislative session to reconcile a date for state-wide implementation.)</li> </ul>			
<b>Action Plan (for LEAs)</b>	<ul style="list-style-type: none"> <li>• Ensure all elementary schools participate in professional development and ongoing support and have correct materials for assessment</li> <li>• Monitor the fidelity of implementation during each assessment cycle</li> <li>• Develop continuous improvement process that includes the analysis of data to guide and transform instruction, inform ongoing professional development and support, and reduce achievement gap</li> <li>• Collaborates with regional Early Learning Education Consultants for ongoing support</li> </ul>			
<b>Development Process (for DPI)</b>	<ul style="list-style-type: none"> <li>• Hire regional Early Learning Education Consultants</li> <li>• Develop all components of the <b>Child Profile</b> (which will include a developmental screening of early language, literacy, and math)</li> <li>• Communicate updates on the development of the kindergarten entry assessment process</li> <li>• Provide support to LEAs for state-wide implementation</li> <li>• Provide professional development during the spring of 2014</li> <li>• Begin state-wide scaling-up and implementation in 2014-2015</li> </ul>			
<b>Responsibilities of Stakeholders</b>	<b>State:</b> <ul style="list-style-type: none"> <li>• Develops kindergarten entry assessment process that generates a <b>Child Profile</b> as part of a broader K-3 Assessment</li> <li>• Conducts pilot testing for validity and reliability and usability testing for appropriate and effective implementation</li> <li>• Provides professional development to regions to support scaling-up and implementation</li> <li>• Provides coaching and technical assistance to regions to support sustainability</li> </ul>	<b>LEA:</b> <ul style="list-style-type: none"> <li>• Establishes a District Implementation Team to manage implementation of the kindergarten entry assessment process and the broader the K-3 Assessment</li> <li>• Develops a continuous improvement process that includes the use of data to inform ongoing professional development to ensure sustainability</li> </ul>	<b>School:</b> <ul style="list-style-type: none"> <li>• Identifies a person(s) to lead the kindergarten entry assessment process and K-3 Assessment implementation effort in the school</li> <li>• Provides time for teachers and staff to participate in professional development on the assessment</li> <li>• Uses assessment data to inform continuous improvement planning and to provide ongoing support for sustainability</li> </ul>	<b>Teachers:</b> <ul style="list-style-type: none"> <li>• Implement the kindergarten entry assessment process with fidelity as part of a broader K-3 Assessment following the administration guidelines</li> <li>• Use assessment data to guide instruction</li> <li>• Engage in a process of continuous improvement to transform instruction based on assessment data</li> </ul>

\* This assessment process, occurring at kindergarten entry, will be part of a broader K-3 Assessment that is under development by the North Carolina Department of Public Instruction's Office of Early Learning through the Race to the Top-Early Learning Challenge Grant (RTT-ELC).